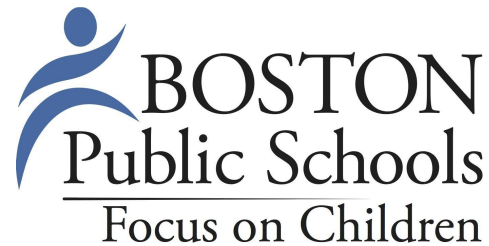


## **EXHIBIT G.1**

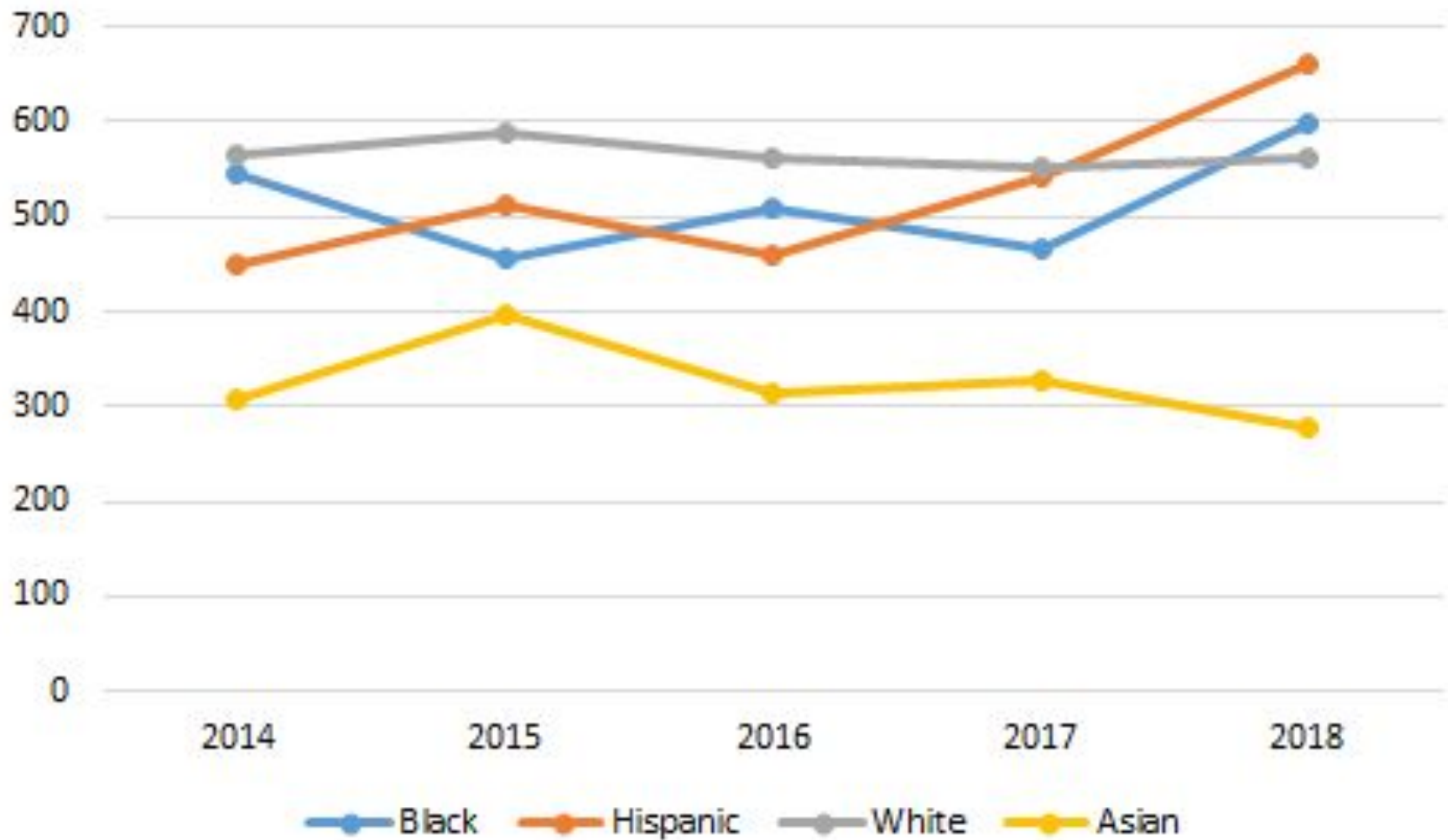


# EXAM SCHOOL ADMISSIONS CITY COUNCIL HEARING

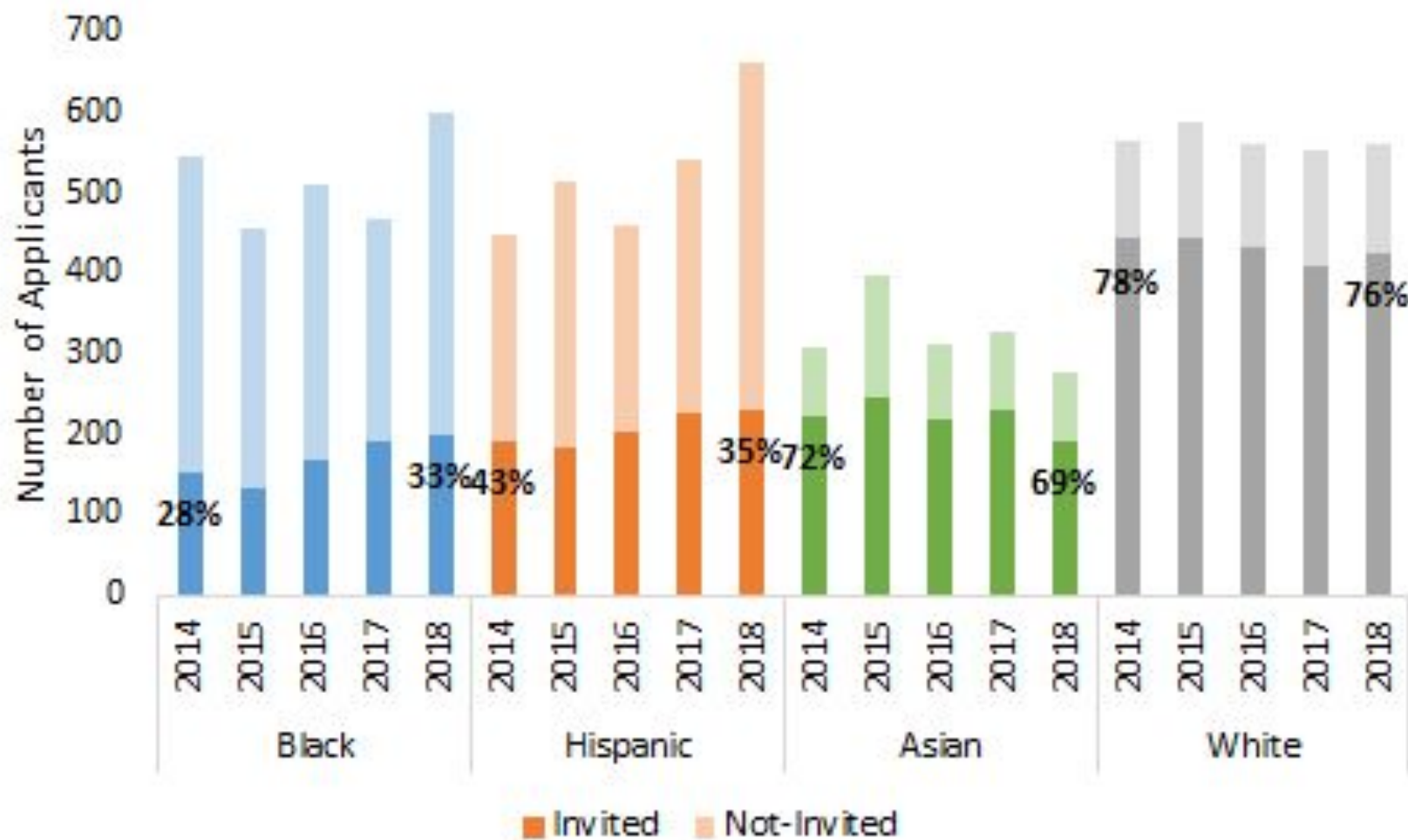
*Monica Roberts, Chief Engagement Officer*  
*Colin Rose, Assistant Superintendent of the Opportunity Gap*  
*Becky Shuster, Assistant Superintendent of Equity*  
*Tanya Freeman-Wisdom, Rachel Skerritt, and Chimdi Uchendu, Headmasters*

March 5, 2019

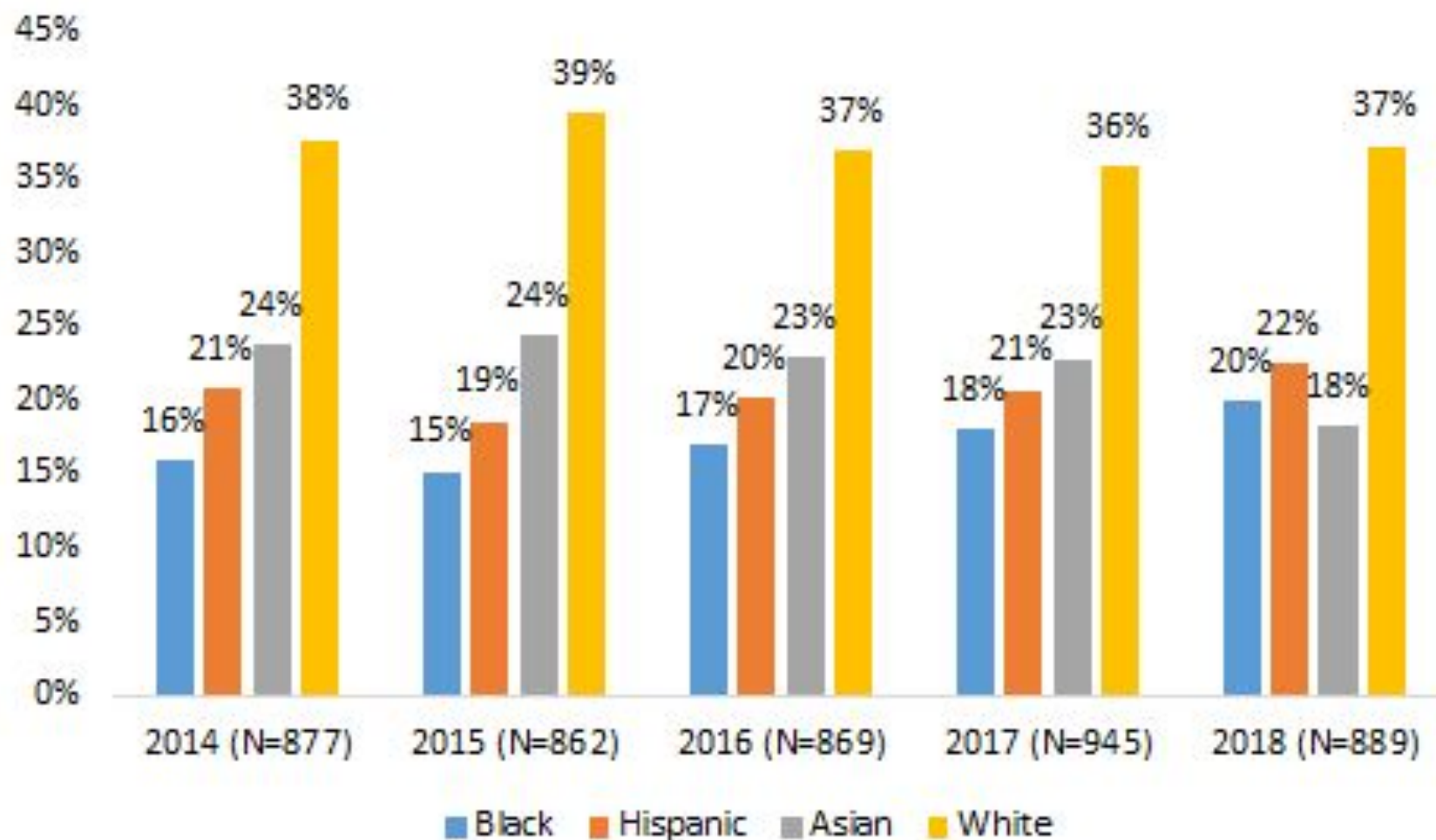
## Exam School Application Trends



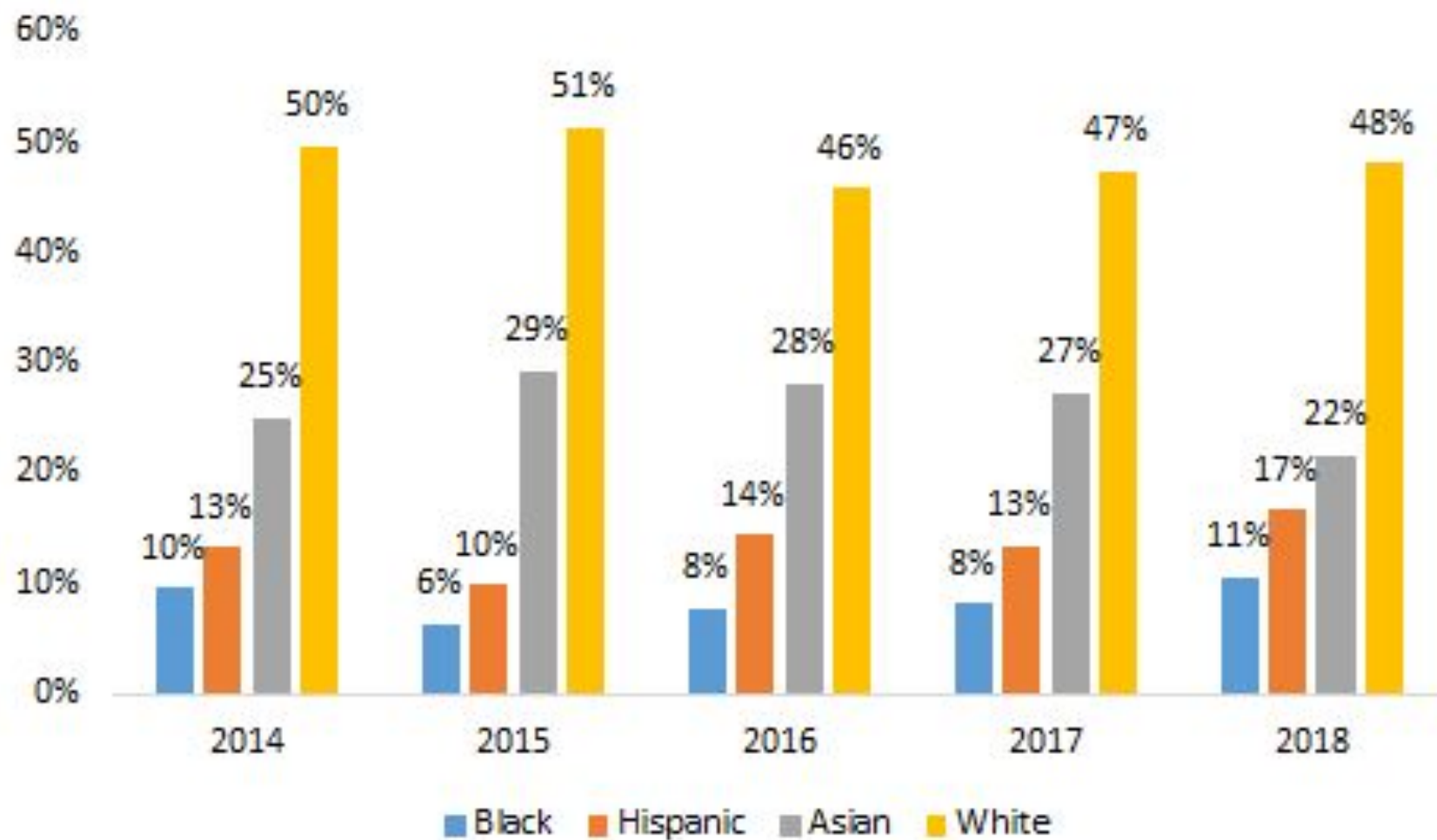
## Invitation Trends



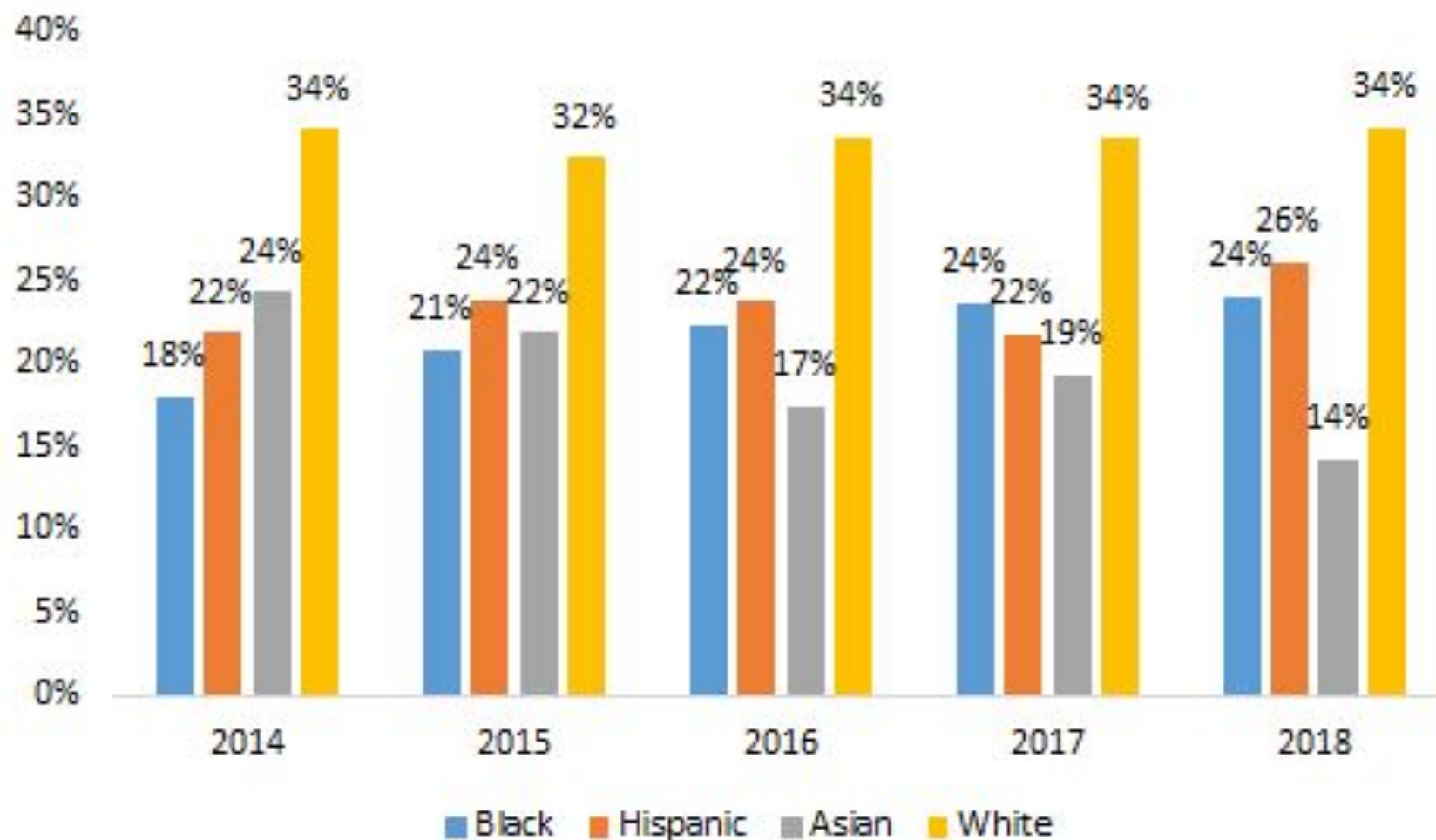
## Enrollment Trends



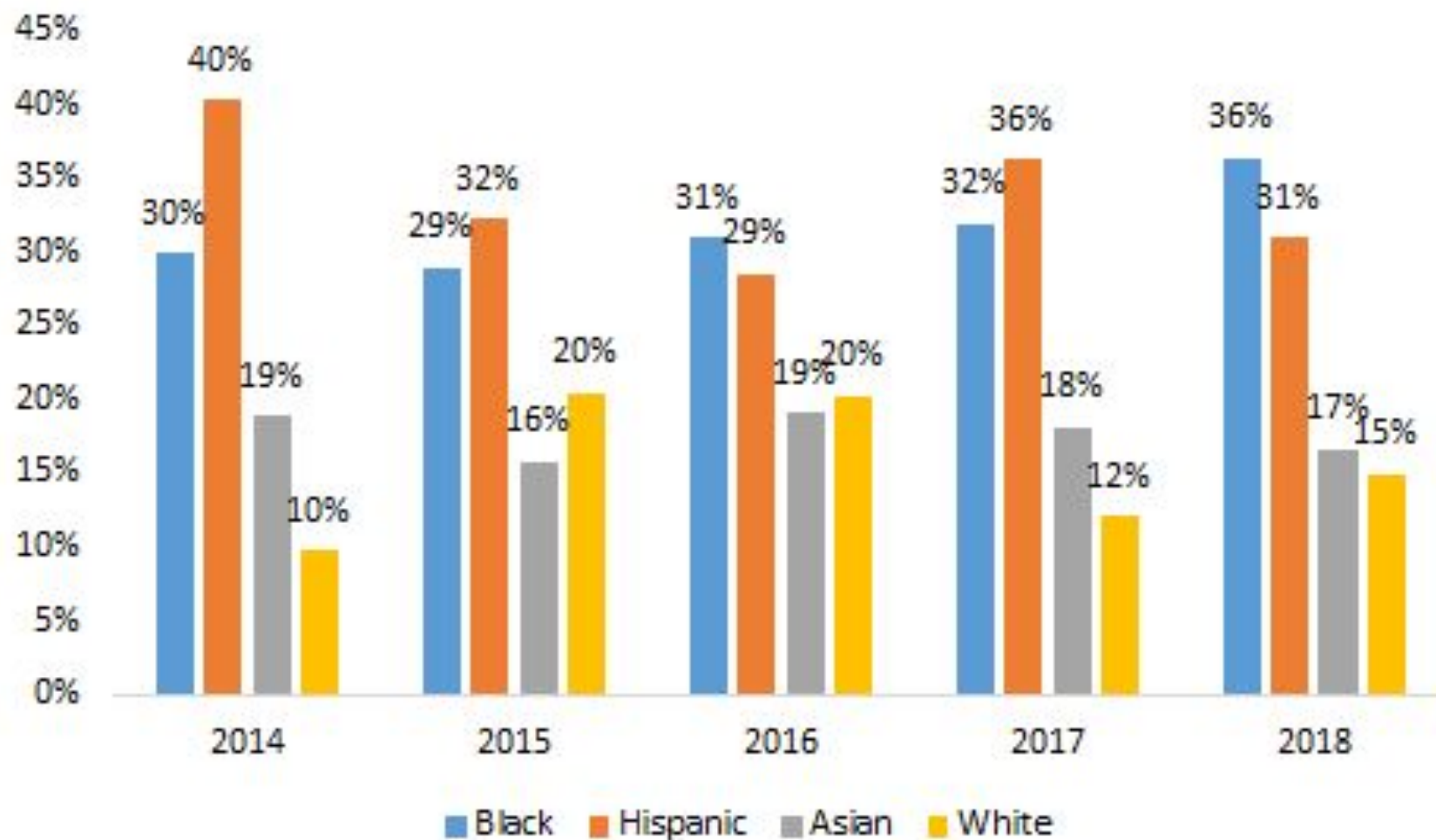
## Enrollment at Boston Latin School



## Enrollment at Boston Latin Academy



## Enrollment at O'Bryant School of Math and Science





# Exam School Admissions: *Closing the Opportunity Gap*

- Taken as a whole, enrollment trends demonstrate that Black and Latinx students are underrepresented at BPS exam schools, particularly at Boston Latin School (BLS)
- BPS aims to eliminate barriers for Black and Latinx students by applying aggressive, innovative interventions at every stage of the application, invitation, and enrollment process

# The Challenge

- We have identified and begun to address systemic barriers at every phase of the BPS exam school admissions process, including:
  - Awareness of the opportunities exam schools offer
  - Awareness of the admissions process and deadlines
  - Registration for the ISEE
  - Preparation for the ISEE
  - Attendance at the ISEE
  - Grading practices
  - Enrollment preferences
- These barriers impact Black and Latinx students regardless of where they attend elementary school

# Awareness of the Opportunities Exam Schools Offer and the Admissions Process

## **Problem:**

- Students of color and their families are less likely to be aware of the particular opportunities exam schools offer and the steps of the application and enrollment process

## **Interventions:**

- Clear and accessible messaging about the opportunity, process, timelines and benefits
- Expanded outreach by the Office of Engagement and the Office of Opportunity Gaps
- Extension of the proof of residency deadline, particularly impacting students of color
- Expanded outreach by individual exam schools

## Outreach Efforts at Each Exam School

- **Boston Latin Academy:** Chimdi Uchendu, Headmaster
- **Boston Latin School:** Rachel Skerritt, Headmaster
- **O'Bryant School of Math and Science:** Tanya Freeman-Wisdom, Headmaster

# Registration for the ISEE

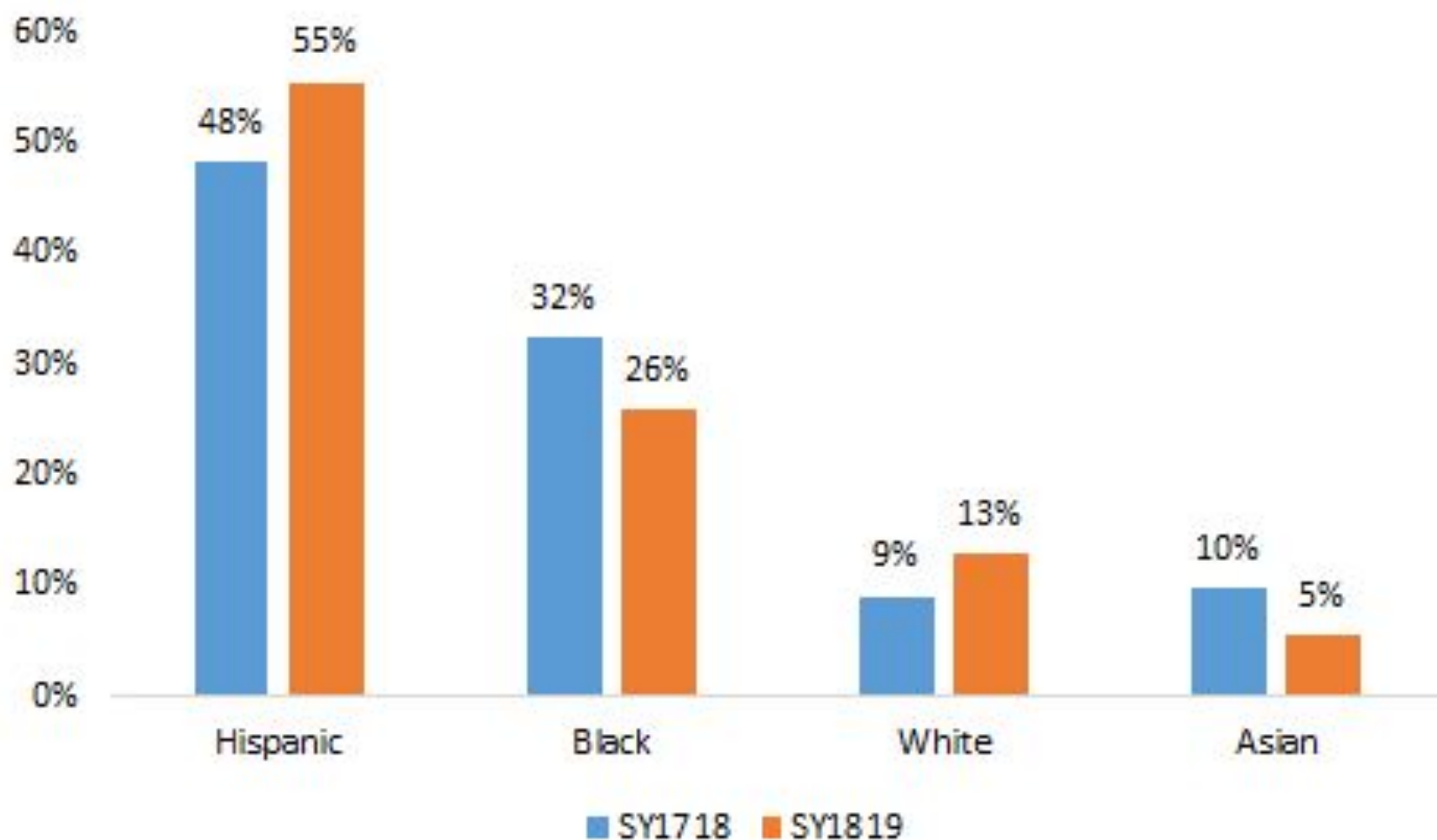
## Problem:

- White and Asian students register for the ISEE more frequently than their Black and Latinx counterparts

## Interventions:

- New pre-registration initiative
  - ~1000 students pre-registered each year in SY17-18 & SY18-19
  - District pre-registered students based on GPA, ELA MCAS, *or* Math MCAS

## ISEE Pre-Registrants



# Attendance at the ISEE

## Problem:

- Black and Latinx students who are registered disproportionately do not show at test sites

November 2017		Registered for test	Took test	No show
Race	Hispanic	842	62%	38%
	Black	572	61%	39%
	White	318	86%	14%
	Asian	231	93%	7%
All students		1,963	70%	31%

November 2018		Registered for test	Took test	No show
Race	Hispanic	754	58%	42%
	Black	518	60%	40%
	White	362	83%	17%
	Asian	257	93%	7%
All students		1,891	69%	31%

## Attendance at the ISEE, *cont.*

### **Intervention:**

- ISEE administered at every school with a 6th grade during the school day (rollout November 2019)
- Students will be pre-registered based on district analysis, however students can opt-in
- Students may opt-out of school-based testing and instead take the free Saturday exam or use a private test facility
- Impact of this pilot on grade 6 participation rates will inform the potential expansion to other grades



# Preparation for the ISEE

## Problem:

- White and Asian students are more likely to access public and private tutoring programs, and/or attend Advanced Work classes or private schools that actively prepare students

## Intervention:

- Dramatic expansion in the Exam School Initiative, free summer/fall ISEE preparation program, including:
  - Extensive recruitment at all elementary schools
  - Transportation access
  - Breakfast and snacks provided
  - Support of individual underrepresented schools with prep materials including many EFA Schools with ISEE prep
  - Online support for ISSE

## Exam School Initiative (ESI) Trends

- In 2018, 300 ESI attendees were Black or Latinx, compared to 99 in 2014
- In 2016, 2017 and 2018, 50% of ESI attendees were Black or Latinx as compared to 24% in 2014
- 44% of students recruited to the ESI based on criteria other than “passing” the Terra Nova were invited to exam schools for SY 2018-2019; historically, these students were excluded from the ESI
- In 2018, the ESI piloted a program for 8th graders; 87% of this cohort were Black or Latinx

# Excellence for All (EFA)

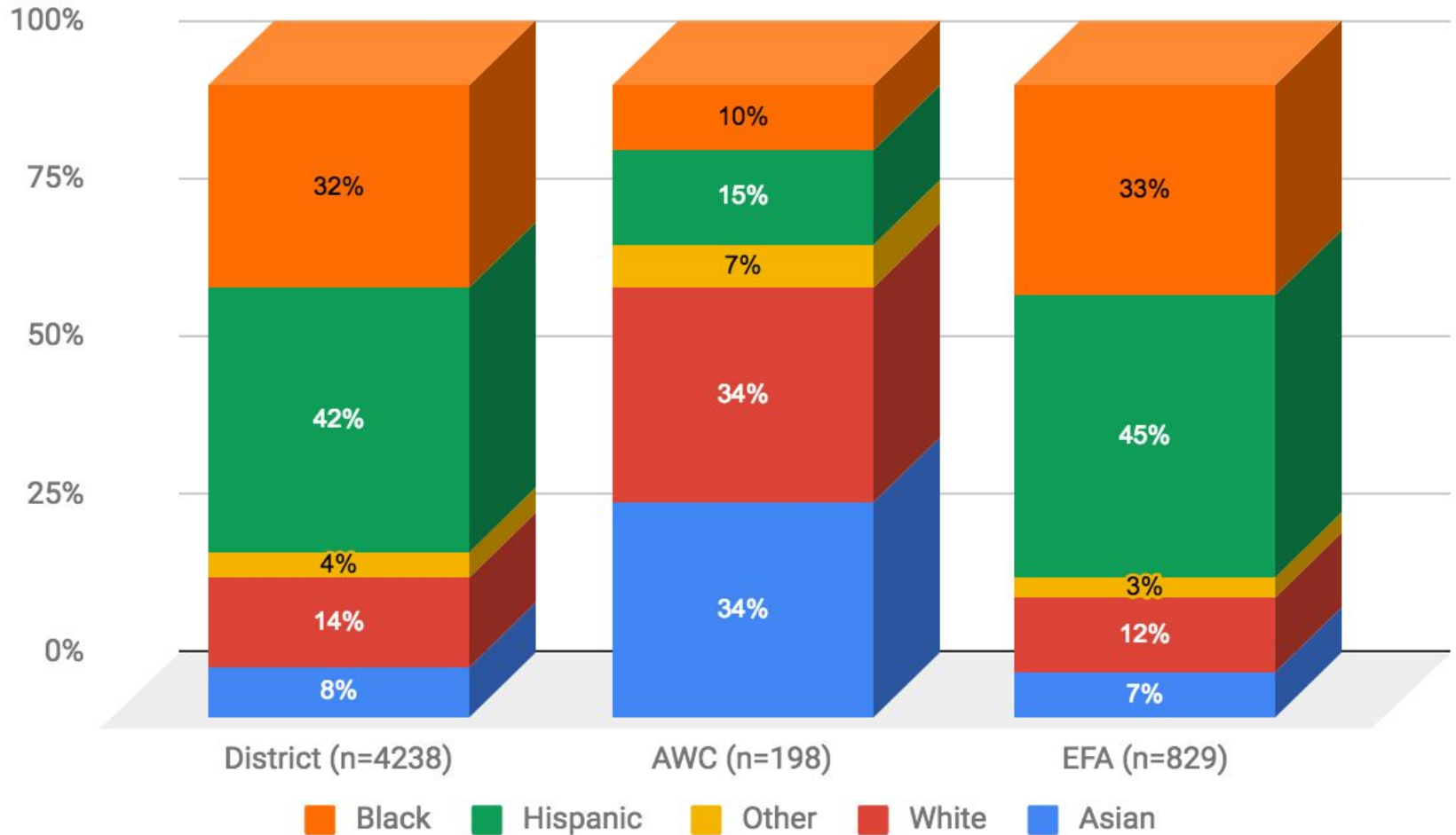
## Problem:

- There is a need for more rigorous programming and instruction to prepare students for higher level course work in middle and high school
- Historically, programs aimed at doing this, such as Advanced Work Class (AWC), have been disproportionately White and Asian

## Intervention:

- Excellence for All
  - Designed to expand access to more challenging and culturally responsive studies and enrichment for all BPS 4th - 6th graders
  - Currently in 16 schools

## SY'18-19 4th Grade: District, AWC, EFA



# Grading Practices

## Problem:

- It is difficult to ensure consistent grading practices, particularly across BPS and non-BPS schools
- There are concerns that grade inflation occurs in some non-BPS schools and some BPS classrooms
- BPS has different grading scales for grades 5 and grade 6, and calibration about how each is used has been lacking

## Grading Practices, cont.

### Intervention:

- A working group, including school leaders and teachers:
  - Compared current I- 4 grade scale used in grade 5 to A-F scale
  - Surveyed 5th grade teachers to understand current use of the I- 4 scale
  - Determined calibrated use of a I- 4 scale is more advantageous than an A-F scale
  - Communicated districtwide to better calibrate grading across all 5th grades

# Enrollment Preferences

## Problem:

- Some Black and Latinx students who could enroll at Boston Latin School opt out, for a variety of reasons
  - In some cases this may be because they perceive BLS is not welcoming or supportive
  - In other cases students choose private schools or other exam schools for a range of reasons

## Intervention:

- Outreach conducted by Boston Latin School
- Continued efforts to shift the culture at Boston Latin School

# Residency Investigations

## **Problem:**

- Non-resident students attending exam schools

## **Intervention:**

- Careful scrutiny and vetting of all exam school applicants
- Full-time investigator follows up on tips and other information that indicates current or future students who may live outside the district and conducts investigations
- Recent update to the residency policy passed by School Committee make it more difficult for students from outside the district to be considered